

Trainee: Pier Paolo Roncoroni Romero		Level: B1	Date: September 19 <sup>th</sup>
Lesson Number: 3	Length: 40 minutes	Anticipated start and finish time: 18:00pm - 18:40pm	

Main Lesson Aim (Language Focus / Skills)	By the end of this lesson, Ss will be able to use phrasal verbs in the context of family relationship.
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Subsidiary Lesson Aim (Language Focus / Skills)	To improve Ss speaking skills (pair and group work) with the new vocabulary of phrasal verbs.
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Materials: projector, board eraser, marker, handout, flash drive
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<p>Anticipated difficulties with lesson activities and classroom management:</p> <ol style="list-style-type: none"> <li>1) Some Ss probably will arrive later;</li> <li>2) Some Ss may get confused between the main verb meaning and the phrasal verb meaning;</li> <li>3) Ss may be more strong than others on phrasal verbs and could intimidate them;</li> </ol> <p><b>One more?</b></p>
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<p>How I intend to deal with these difficulties:</p> <ol style="list-style-type: none"> <li>1) I'll take care of it introducing them in the group in a way that the development of the phrasal verb topic will be made normally;</li> <li>2) I will verify this during eliciting if it's confirmed I will mix the Strong ones with the others to get a balanced group during the activities;</li> <li>3) I will be dividing in pairs during drilling to check with more accuracy the pronunciation as well as during the CCQ's;</li> <li>4) I'll explain during the eliciting and concept check with pictures that can reinforce the meaning;</li> </ol>
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Board Plan:
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Personal Aim: Express myself clearly and put in practice <u>all was taught during the input sessions.</u> <b>(Too general! Name one or</b>
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## Target Language Analysis

Form	Meaning	Phonology Word stress / sentence stress	Checking Meaning (CCQs, timelines, etc)
<b>bring up:</b> verb + adverb verb (past tense and past participle <b>brought</b> )	<b>bring up</b> - look after a child and educate them until they are old enough to look after themselves. To take care of a child until he or she becomes an adult: — phrasal verb with bring /brɪŋ/ verb (past tense and past participle brought)	<b>Bring up</b> : / b r ɪ ŋ / / ʌ p /	<b>Teacher will ask the following CCQs:</b> 1. Is it a way to explain when we are carrying someone in our arms? NO 2. Is it used to explain that you are taking care of a child's education until becomes an adult? YES 3. Is it used to say when a child doesn't like to study? No
<b>carry on:</b> verb + preposition verb (past tense and past participle <b>carried</b> )	<b>carry on:</b> to continue doing something.	<b>Carry on:</b> / k æ r ɪ / / ɒ n /	1. Is it used to say when we are taking something or someone with us ? No 2. Is it used to say about something you continue doing? YES 3. Is it used when we stopped to do something? No
<b>get on</b> (with): verb + preposition verb (past tense and past participle= <b>got, gotten</b> )	<b>get on (with)</b> - have a friendly relationship with someone.	<b>Get on</b> : / g e t / / ɒ n /	1. Is it used when we have a bad relationship or hate someone? No 2. Is it used when we have a friendly relationship? YES
<b>grow up:</b> verb + adverb		<b>Grow up</b> : / g r əʊ / / ʌ p /	

<p>verb (past tense and past participle: <b>grew, grown</b>)</p> <p><b>look after(someone or something):</b> verb + adverb verb (past tense and past participle: <b>looked</b>)</p> <p><b>look up to (someone):</b>verb + adverb + adverb verb (past tense and past participle: <b>looked</b>)</p> <p><b>take after (someone):</b> verb + adverb verb (past tense and past participle: <b>took, taken</b>)</p> <p><b>tell ()off:</b> verb (past tense and past participle: <b>told</b>)</p> <p><b>Phrasal verbs:</b></p>	<p><b>grow up:</b> gradually change from being a child to being an adult.</p> <p><b>look after (sb or sth):</b> take care off someone or something by doing what it is needed to keep them well or in good conditions.</p> <p><b>look up to (someone):</b> to respect and admire someone</p> <p><b>take after ( someone) -</b> to have a similar apearance or character as an older member of your family look or behave like another member of your family.</p> <p><b>tell off ( someone)/ tell (someone) off -</b> to speak angrily to someone because they have done something wrong.</p>	<p><b>Look after:</b> / l ʊ k / / ɑ: f t ə /</p> <p><b>Look up to :</b> / l ʊ k / / ʌ p / / t ə /</p> <p><b>Take after:</b> / t eɪ k / / ɑ: f t ə /</p> <p><b>Tell off :</b> / t eɪ / / ɒ f /</p>	<p>3.Does it mean that I don't have friends? No</p> <p>1. Is it related to time 2.Is it used to explain the changes from being a child to an adult? YES 3.Is it used to express feelings? No</p> <p>1.Is it used to say when we don't have anyone to take care? No 2. Does it mean that you don't need to take care anyone? No 3.Does it mean that you are taking care to someone which needs all the best conditions to keep him well? Yes</p> <p>1.Does it mean that you hate someone?No 2. Is it used when you admire and respect someone?Yes</p> <p>Does that mean that you don't look like an older member of your family?No 1. Is it used when you go out very late to meet someone?No 2. Is it a phrasal verb used when you have a similar appearance with an older member of your family?</p>
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<p>Verbs that consists of a verb and a particle. The particle are small words which could be a preposition or adverb. Generally, the meaning is different from the original meaning of the main verb;</p> <p><b>Verbs:</b> a type of word or phrase that shows an action or a state;</p> <p><b>Prepositions:</b> A word that usually comes before a noun or a pronoun and shows its relation to another part of the sentence;</p> <p><b>Adverbs:</b> a word used for describing a verb, an adjective, another adverb , or a whole sentence;</p>			<p>Yes</p> <ol style="list-style-type: none"> <li>1. Is it used when praise someone because he did something very well?No</li> <li>2. Is it used when someone speak angry to anyone because was made something wrong?Yes</li> <li>3. Is it used to motivate someone? No</li> </ol>

Stage and Purpose (Make sure you mention the name of the stage and possible reasons why you are doing it.	Procedure	Interaction	Time	Trainer's Comments
<p><b>Lead-in</b> - to generate interest about the topic of the lesson.</p>	<p>Separated into titled stages with inclusion of instructions, answers to tasks, etc. Make sure you include concept check questions and analysis of target language: possible problems Sts might have with meaning, pronunciation and form + solutions.</p> <p>T. Introduces the lesson. Hello everyone! My name is Pier. I'm going to start this class, asking about the vocabulary I taught two weeks ago. Does anyone remember? Was about some activities and there was one word which expresses a kind of be</p>	<p>T &gt; Ss</p>	<p>0 - 2 Minutes</p>	<p><b>Pier, there is no context set in the beginning! Remember the lead-in is about ideas, so</b></p>

<p>2. <b>Presenting target language - clarifying meaning, pronunciation and form.</b> Show the meanings which can be replaced for phrasal verbs</p>	<p>interested in something ...is used when you are really interested on someone or something. Anyone? ...To keen on...Ok?</p> <p>The 'to Keen on' verb it is a kind of verb used connected with a preposition and this is what we call....does anyone knows? Phrasal verb ....Good!</p> <p>Phrasal verbs, are verbs formed with a particle which is sometimes a prepositions and sometimes an adverb. They have a different meaning from the original main verb and they replace some sentences or words which have the same meaning ...Let's see</p> <p>They are very useful and English native speakers use it a lot.</p>	T > Ss	2 Minutes	<p><b>Ss can generate topic-related ideas that will lead them in the context of the lesson. Besides, do not announce what you are going to do. If you are going to ask questions, just ask!</b></p>
	<p>When I was a baby my mother took care of me, she did everything to keep me safe and in good conditions, as well as my sister which she...anyone knows ? She <b>Looks after</b> her baby. And my mother what?... <b>looked after me</b> remember that it is a verb ok?</p> <p>T. starts ECDB sequence;</p> <p>Elicit , Concept Check Questions, Drill and Boards the word with the form and stressed syllable.</p>			
	<p>My parents took care of me until I became an adult, they took care of my education to develop my skills, they took care of my educational background, as well as my sister with her son. She ...what phrasal verb we say when we take care of a child until became adult , giving the school until college or high school? <b>Bring up ,</b></p> <p>T. starts ECDB sequence;</p>			
	<p>T. My sister and I lived together during childhood and she is older than me . Today I have a friendly relationship with my sister. We can say that I <b>...Get on</b></p>			

<b>3. Practice:</b> to develop the speaking during a dialogue	<b>with my sister.</b> I got on well with her when we lived together  T. starts ECDB sequence;	T > Ss	2 Minutes	
	My son, now he is an adult . I remember when he was just a kid and then started to turn into an adult . We can say the he ...just like when we plant a seed and starts to... he... <b>Grow up.</b> I grew up in sao Paulo.	T > Ss	2 Minutes	
	T. starts ECDB sequence; Now I don't need to speak angrily to my son for something he done wrong. I don't need to <b>Tell him off</b> .		2 Minutes	
	T. starts ECDB sequence;	T > Ss		
	That reminds my dad when he told me off when I was a kid. Now that I'm grow up I respect and admire him a lot. When we admire and respect someone we... <b>look up to</b> someone . Now I <b>look up to</b> my dad. <b>Look up to</b> ,	T > Ss	2 Minutes	
	T. starts ECDB sequence;		2 Minutes	
	My mother always says that I am similar to my dad. I have the same character and appearance. When we have a similar appearance or character as an older member of our family . My son <b>take after</b> me. He also plays guitar. <b>Take after,</b>	T > Ss		
	T. starts ECDB sequence;  And I continue playing guitar since I was a teenager. I continue doing the same thing until now. When we continue doing something. We ... <b>Carry on.</b>		2 Minutes	
	T. starts ECDB sequence;	T > Ss		



<p><b>4.Feedback</b> - to check and give a delayed correction on the speaking practice during a dialogue .</p>	<p>Look at the board, there are some questions you will choose to start a conversation using the phrasal verbs with the classmate next to you; T start ICQ's Is it to work in groups? Do you have to write the answer? Will you use these questions to start a conversation using phrasal verbs? You have five minutes</p> <p>At the end of the freer practice T starts a feedback about things that he listened from the SS and ends the activities.</p> <p>All right everybody....just pay attention to this....good night everyone</p>	<p>T &gt; Ss</p>		<p>the phrasal verbs, it is ok, as long as it is correct.</p>
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## Overall Post-lesson Observation

<p><b>Immediate Reaction</b> What went well? What didn't? Questions for feedback?</p>	<p><b>Tutor's response</b></p>



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<b>Overall strengths of this lesson (planning and delivery):</b>	<b>Areas to work on:</b>
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<b>Lesson Plan</b>
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<b>Trainer's Overall Comments</b>
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Assessment			
	Above S	At standard	Below S
Lesson Planning			
Lesson Delivery (teaching skills and language awareness)			



Overall Grade			
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Trainer: _____
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Date: ____/____/____
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\*The grades above are intended to give an indication of how this lesson might contribute to the evaluation of your teaching practice overall. In other words, several 'Below standard' lessons would mean that you would be unlikely to pass the course. For more information, the criteria for evaluation are listed in your CELTA 5 form in your file and are discussed in our tutorials. The areas to work on are key points which, if addressed in upcoming lessons, will help you consolidate or raise your overall grade. They should therefore be made your personal aims in your next lesson if appropriate.